

**THE USE OF NUMBERED HEAD TOGETHER STRATEGY TO  
IMPROVE THE READING COMPREHENSION OF THE  
SECOND YEAR STUDENTS OF JUNIOR HIGH  
SCHOOL NURUL FALAH PEKANBARU**

Thesis

Submitted to Fulfil One of Requirements  
For Bachelor Degree in English Education  
(S.Pd.)



By

**ROSIDI LUBIS**  
**NIM. 10714000726**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1432 H/2011 M**

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## **SUPERVISOR APPROVAL**

This paper entitle *The Use of Numbered Head Together Strategy To Improve the Reading Comprehension of the Second Year Students of Junior High School Nurul Falah Pekanbaru* is written by Rosidi Lubis, NIM. 10714000726. It is accepted and agreed to be examined in the meeting of examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

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Approved by

The Chairperson of the Department  
of English Education

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Drs. H. Sutarmo, M.Ag.

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In conducting this research and arranging this thesis, the writer has obtained significant helps, suggestions, encouragements, motivation, supports and conveniences from sites. Therefore, the writer would like to express the thankfulness in depth to:

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Pekanbaru, October 12, 2011  
The writer

ROSIDI LUBIS



## EXAMINER APPROVAL

The thesis entitled *The Use of Numbered Head Together Strategy To Improve the Reading Comprehension of the Second Year Students of Junior High School Nurul Falah Pekanbaru* is written by Rosidi Lubis, NIM. 10714000726. It is approved and had been examined by the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau on 14 Dzulqo'dah 1432 H/October 12, 2011 M as one of requirements for bachelor degree (S.Pd.) in English Education Department.

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October 12, 2011 M

### Examination Committee

Chairman

Secretary

Dr. Hj. Helmiati, M.Ag.

Dr. Hj. Zulhidah, M.Pd.

Examiner I

Examiner II

Drs. Samsi Hasan, Mh. Sc.

Rizki Fiprinita, M.Pd.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.

NIP. 197002221997032001





## ABSTRACT

**Rosidi Lubis (2011) : The Use of Numbered Head Together Strategy to Improve the Reading Comprehension of the Second Year Students of Junior High School Nurul Falah Pekanbaru**

Students' difficulties to catch the main points of the reading text have been a problem for the second year students of Junior High school Nurul Falah Pekanbaru. Some of the students' problems are feeling difficult to catch the main point of the reading text, understanding kinds of word, (Verb, Adj, and noun), concluding the reading text correctly, and comprehending reading text based on their prior knowledge when reading the material.

The suitable learning strategy and teachers' effort will be able to determine students' ability, especially reading comprehension. In solving the students' problem in reading comprehension, the researcher orders a collaborative learning strategy type Numbered head together with making a research on the title the use of use numbered head together strategy to improve the reading comprehension of the second year students of Junior High School Nurul Falah Pekanbaru.

This research was a kind of quasi experimental research type Non-equivalent control group design. The population of this research is all of the second year students of Junior High School Nurul Falah Pekanbaru containing 91 students, and consisting of three classes. The sample of the research consisted of two classes; VIII B and VIII C. Class VIII B as an experimental group taught by Numbered head together strategy and class VIII C as a control group taught by a conventional strategy.

The technique of collecting data was t-test; pre-test and post-test. In analyzing the data, researcher analyzed it manually by using statistical formula below:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Based on the writer's findings, the students who were taught by Numbered head together strategy got better than students who were taught by conventional strategy. It can be seen from the mean score gotten by both groups. Experimental group achieved 72.16 and the mean score of control group was 63.16. The result of the t-test is 8.64. The writer found that  $2.00 < 8.64 > 2.65$ . It indicated that  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$  in significant 5% and 1%. It means that there is a significant difference of using Numbered Head Together and conventional strategy to improve reading comprehension of second year students of Junior High School Nurul Falah Pekanbaru.

رسيدى لوبس (2011): تنفيذ الاستراتيجية "نمبر هيايد تغيدير" لترقية فهم القراءة لدى طلاب الفصل الثانى بمدرسة وسطية أولية نور الفلاح

صعوبة الطلاب لايجاد النقطة الأساسية من النص هي المشكلة الكبيرة  
الفصل الثانى بمدرسة وسطية أولية . المشكلات عند الطلاب أنهم  
لايجاد النقطة الأساسية من النصوص يعنى فى فهم الكلمات, ( )  
( و أخذة النتيجة من النصوص جيدا ويصعب فى فهم القراءة  
استنادا عن خلفية تربيتهم عن قراءة الدرس.

الاستراتيجية التعليمية المناسبة وسعي المدرس سيتعين استطاعة الطلاب,  
فهم النصوص. وفى علاج مشاكل الطلاب فى فهم النصوص, جذب الباحث الاستراتيجية  
التعليمية فرقة طرز "نمبر هيايد تغيدير" (kepala bernomor) ليقوم بالبحث تحت الموضوع:  
تنفيذ الاستراتيجية "نمبر هيايد تغيدير" لترقية فهم القراءة لدى طلاب الفصل الثانى بمدرسة  
وسطية أولية نور الفلاح بكنبارو.

هذا البحث تجريبية حيلة "Non-equivalent Control Group Design".  
المجتمع من هذا البحث جميع طلاب الصف الثانى بمدرسة وسطية أولية نور الفلاح بكنبارو  
يتكون من احدى وتسعين (91) با وثلاثة فصول والعينة من هذا البحث فصلان وهو  
VIII C VIII B VIII B فرقة التجريبية تعلم بـ "نمبر هيايد تغيدير"  
VIII C فرقة مقارنة تعلم بالاستراتيجية التقليدية.

الأدوة فى جمع البيانات بـ Test-t; pre-test dan post-test ولتحليل تلك البيانات  
، حله الباحث بيدوي باستخدام الرموز مما يلى:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

بناء على هذا البحث, الطلاب الذى يعلم بالاستراتيجية "نمبر هيايد تغيدير"  
الطلاب الذى يعلم بالاستراتيجية التقليدية. ذلك نرى من نتيجة المعدلة وجد من الفرقتين  
المذكورتين. فرقة التجريبية يبلغ بمعدل 72.16 نتيجة المعدلة من فرقة المراقبة 63.16  
. ونتيجة من Test-t هي 8.64.  $2.65 < 8.64 < 2.00$  وذلك يدل على  
t observasi t-tabel فى حد ذمعى 5% 1% بمعنى أنه وجد تأثير المواق من  
تنفيذ الاستراتيجية "نمبر هيايد تغيدير" لترقية فهم القراءة لدى طلاب الفصل الثانى  
بمدرسة وسطية أولية نور الفلاح بكنبارو.

## ABSTRAK

**Rosidi Lubis (2011): Penerapan Strategi Numbered Head Together untuk Meningkatkan Pemahaman Membaca pada Siswa Kelas Dua Sekolah Menengah Pertama (SMP) Nurul Falah Pekanbaru**

Kesulitan siswa untuk menangkap poin-poin utama dari sebuah teks telah menjadi sebuah masalah yang serius bagi kelas dua Sekolah Menengah Awal (SMP) Nurul Falah Pekanbaru. Beberapa masalah siswa adalah mereka merasa sulit untuk menangkap ide utama dari teks bacaan, memahami jenis-jenis kata (kata kerja, kata sifat, dan kata benda), menyimpulkan sebuah bacaan dengan benar, dan sulit memahami bacaan berdasarkan latar belakang pendidikan mereka ketika membaca materi pelajaran.

Strategi pembelajaran yang cocok dan usaha guru akan bisa menentukan kemampuan siswa, khususnya memahami teks bacaan. Didalam mengatasi masalah para siswa dalam memahami teks, penulis menawarkan sebuah strategi pembelajaran kelompok tipe Numbered Head together (Kepala bernomor) dengan mengadakan sebuah penelitian dengan judul Penerapan strategi Numbered Head Together untuk Meningkatkan Pemahaman Membaca Siswa Kelas dua pada Sekolah Menengah Pertama (SMP) Nurul Falah Pekanbaru..

Penelitian ini adalah jenis penelitian eksperimen semu tipe Non-equivalent Control Group Design. Adapun populasi dari penelitian ini adalah semua siswa kelas dua Sekolah Menengah Pertama (SMP) Nurul Falah Pekanbaru yang terdiri dari 91 siswa, dan terdiri dari tiga kelas. Sampel dari penelitian ini adalah dua kelas; VIII B dan VIII c. Kelas VIII b sebagai kelompok eksperimen yang diajar dengan strategi Numbered Head Together dan kelas VIII c sebagai kelompok kontrol yang diajar dengan strategi tradisional/kelas.

Teknik pengumpulan datanya adalah Test-t; pre-test and post-test. Untuk menganalisa data tersebut, peneliti menganalisanya secara manual dengan menggunakan rumus statistik dibawah ini:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Berdasarkan temuan peneliti, siswa yang diajar dengan strategi Numbered Head Together adalah lebih baik daripada siswa yang diperlakukan dengan strategi tradisional/klasikal. Itu bisa dilihat dari nilai rata-rata yang diperoleh oleh kedua kelompok tersebut. Kelompok eksperimen mencapai rata-rata 72.16 poin dan rata-rata kelompok kontrol adalah 63.16 poin. Sedangkan hasil dari Test-t adalah 8.64. Penulis menemukan bahwa  $2.00 < 8.64 > 2.65$ . Hal itu menunjukkan bahwa  $t_{\text{observasi}}$  adalah lebih tinggi dari  $t_{\text{tabel}}$  pada taraf signifikan 5% dan 1%. Itu berarti ada perbedaan yang signifikan dari penggunaan strategi Numbered Head Together dan konvensional untuk meningkatkan pemahaman membaca pada kelas dua Sekolah Menengah Pertama Nurul Falah Pekanbaru.

## **MOTTO AND DEDICATION**

### **Motto:**

“To be the Important Person is Good, but to  
Be the Good Person is More Important”

### **THIS FINAL PROJECT IS DEDICATED TO:**

My beloved parents (Ibunda Samaniah & Ayahanda Habil Lubis).

My beloved wife and daughter (Ernawati and  
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My Brothers and sister (Parlin, Andri, and Hoddiana), and all of my Families  
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October 12, 2011 M

### Examination Committee

Chairman

Secretary

Dr. Hj. Helmiati, M.Ag

Dr. Hj. Zulhidah, M.Pd

Examiner I

Examiner II

Drs. Samsi Hasan, Mh, Sc

Rizki Fibrinita, M.Pd

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag  
NIP. 19700222199703 2 001



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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is one of the ways to get knowledge and information, this activity is not only very important for the students but also anyone who wants to improve insights, especially Indonesian students. Nurhadi said that every person should read and read because book is source of knowledge moreover for students or university students.<sup>1</sup> It is easy to understand books written in their native language, but it becomes more serious problems when the books are written in English. Reading is one of language skills that should be mastered by language learners. Reading is the most important language skill for academic achievement besides writing, listening and speaking. Albert J. Harris and Edward R. have said that reading ability has become economic, societal, political, and personal values; it increases the importance as a society becomes more complex and industrialized.<sup>2</sup>

Besides, the reader will be able to think critically and find factual information if he/she understands the intended meaning of the written text. According to Albert Josiah Harris and Edward R. Sipay's statement, "Reading is comprehending; it is the meaningful interpretation of the written form of language. Reading comprehension is the result of interaction among the reader's perception of the graphic symbols that represent language, linguistic skill, cognitive skill, and knowledge of the world."<sup>3</sup>

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<sup>1</sup> Nurhadi. *Bagaimana Meningkatkan Kemampuan Membaca?.* (Bandung: CV. Sinar Baru, 1989) p. 1

<sup>2</sup> Albert J. Harris and Edward R Sipay. *How to Increase Reading Ability a Guide to Develovemental and Remedial Methods.* ( London: The Alpine Press, 1985) p. 1

<sup>3</sup> Albert J. Harris and Edward R Sipay, *Op. Cit*, p. 444

Furthermore, reading is an important skill in English subject and should be learned in every level of education, because reading can improve the students' knowledge in everything.

In Junior High School, reading is practiced in the learning process based on the English text book. The goal of reading skill in Junior High School is to be able to comprehend the texts clearly and answer the questions based on the indicators of study. The texts mean genres of the text, such as descriptive, recount, report, narrative, and procedure. One of the Junior high schools in Pekanbaru is that SMP Nurul Falah Pekanbaru. It is located at 34 Panglima Undan Street, the subdistrict of Senapelan. In the teaching and learning process, the students are taught based on school based curriculum (KTSP). An English teacher of SMP Nurul Falah Pekanbaru said that he has given them some teaching techniques to improve students' ability in reading comprehension. Some of the techniques used is that the teacher reads and the students listen to the text, teacher asks the students to read the text and the other students write the points of the text, and teacher asks the students to read the text one by one.

Since the writer observed reading comprehension practice in the class room, the students still felt difficult to catch the points of the reading text, difficult to understand kind of words, they cannot make the conclusion of the text, The students felt bored when reading English text and they could not comprehend reading text correctly.

Based on the English teacher's explanation, the main problem of the students at the second year of SMP Nurul Falah Pekanbaru in reading comprehension are in some symptoms below:

1. Some students are difficult to catch the main point of the reading text.
2. Some students cannot understand kinds of words (Verb, Adj, and noun).
3. Some students are not able to conclude the reading text correctly.
4. Some students feel bored when reading English text.
5. Some students cannot comprehend reading text based on their prior knowledge when reading the material.

Numbered Head Together (NHT) is one of teaching strategies in cooperative learning in which students work in small groups after getting personal number from the teacher, after doing discussion, the teacher calls the student one by one randomly to present the results of their discussion and receive rewards based on their group performance.<sup>4</sup> Shona said that Numbered Head Together will make the students study hard to comprehend the reading text, every student will be able to present the material and help one another to comprehend reading text.<sup>5</sup>

Based on the writer's observation, the writer found out that the English teacher never uses Numbered Head Together strategy to improve students' reading comprehension. That is why he is interested in doing the research entitled "The Use of Numbered Head Together Strategy to Improve the Reading Comprehension of the Second Year Students of SMP Nurul Falah Pekanbaru".

---

<sup>4</sup> Suyatno. *Menjelajah Pembelajaran Inovatif*. (Sidoarjo: Masmedia Buana Pustaka, 2009), p. 53

<sup>5</sup> Shona, *Model-Model Pembelajaran yang Bermanfaat*. <http://shohib82.wordpress.com>. Retrieved: 6 January 2011, p. 5

## **B. The Problem**

### **1. The Identification of the Problem**

Based on the background and phenomena above, the problems of this research are identified in the following identifications:

- a. Some students still feel difficult to catch the points of the reading text.
- b. Some students feel difficult to understand kinds of words.
- c. Some students cannot make the conclusion of the text.
- d. Some students cannot comprehend reading text correctly.
- e. Some students feel bored when reading English text.

### **2. The Limitation of the problem**

Because of the limited time, energy, and finance, it is necessary for the writer to limit the problem. In this research, the writer focuses in using Numbered Head Together Strategy to Improve the Reading Comprehension of Second Year Students of Junior High School Nurul Falah Pekanbaru.

### **3. Formulation of the Problem**

The problem of this research is formulated in following research questions:

- a. How is students' reading comprehension taught by Conventional strategy of the second year students of Junior High School Nurul Falah Pekanbaru?
- b. How is students' reading comprehension taught by Numbered Head Together strategy of the second year students of Junior High School Nurul Falah Pekanbaru?

- c. Is there any significant difference on reading comprehension between students who are taught by Numbered Head Together and students who are taught by conventional strategy of second year students of Junior High School Nurul Falah Pekanbaru?

### **C. The Objective and Significance of the Study**

#### **1. The Objective of the Study**

The writer carried out this research for several objectives as stated below:

- a. To know the students' reading comprehension before teaching by Numbered Head Together strategy.
- b. To know the students' reading comprehension after teaching by Numbered Head Together strategy.
- c. To find out whether there is or no significant difference on reading comprehension between students who were treated by numbered head together strategy and students who were treated by conventional strategy.

#### **2. The Needs of the Study**

There are several needs for this study.

- a. To fulfill one of the requirements of S1 degree of Education at English Department, Education and Teachers Training Faculty of State Islamic University of SUSKA Riau.



- b. To give the positive contribution for the teachers in teaching and learning process, especially in English Subject Part Reading of the Second Year Students of Junior High School Nurul Falah Pekanbaru.
- c. The writer's contribution for the Education and Teachers Training Faculty of State Islamic University of SUSKA Riau dealing with data on strategy applied by the teacher in increasing reading comprehension of the second year students of Junior High School Nurul Falah Pekanbaru.

#### **D. The Reason for Choosing the Title**

The writer is interested in carrying out a research on the topic above are based on the some reasons:

- 1. As far as the writer is concerned, others have never written research with this title yet.
- 2. The writer wants to find out the influence of Using Numbered Head Together strategy toward the students' reading comprehension.
- 3. The writer wants to find out the solution of the students' problems in reading comprehension, especially at the second year students of Junior High School Nurul Falah Pekanbaru.

#### **E. The Definition of the Term**

In order to avoid misunderstanding and misinterpretation about the title of this research, it is necessary for the writer to define the following terms:

## 1. Numbered Head Together

According to Suyatno Number Head Together is one of the teaching strategies in cooperative learning, the teacher accounts the students from the first until the last after dividing them into some groups. A group consists of 4 to 6 students, the students have a duty to discuss together the material of the lesson based on the teacher's instructions. Then, the teacher calls the student one by one based on their personal number to present their discussion result.<sup>6</sup>

In this research, Numbered Head Together is the teaching strategy used in teaching English part reading comprehension at the second year students of Junior High School Nurul Falah Pekanbaru.

## 2. Reading Comprehension

According to Hornby, reading is the action of a person who reads or attempts to make a meaning from what an author has written.<sup>7</sup> Murni Djamal, et al, said that reading is a way to get the informations or knowledge from the printed page.<sup>8</sup>

Comprehension means the ability in identification of the intended meaning of written or spoken communication.<sup>9</sup> In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and the meaning of the texts.

In this case, reading comprehension operationally defined as the students' scores in comprehending the text on the reading comprehension tests, after using and without using Numbered Head Together Strategy.

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<sup>6</sup> Suyanto, *Loc. Cit.*

<sup>7</sup> Hornby, A.S. *Oxford Advanced Learner's Dictionary*. (England: Oxford University Press, 1995), p. 132

<sup>8</sup> Murni Djamal, et al. *Improving Reading Skill in English for University Students*. (Jakarta: Prenada Media Group, 2006), p. 51

<sup>9</sup> Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (New York: Pearson Education, 2002), p. 99



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

Reading text is one of the media which is used for spreading some information to the others in various sciences. Murni Djamal, et al, has stated that reading is a way to get the information or knowledge from the printed page, the example of printed page are textbooks, newspapers, magazines, and novels.<sup>1</sup> Besides, Russell, Guy T. Buswell in Igusti Ngurah Oka also maintained that reading is perception process. This process is recognizing or knowing written form as the speaking symbol. Here, the reader gives response to the text based on the reader's prior knowledge.<sup>2</sup> Judi Moreillon also stated that reading is making meaning from printed and from visual information. But reading is not a simple process and job. Reading is an active process that requires a great deal of practice and skill.<sup>3</sup>

Based on Jack C. Richards and Richard Schmidt's explanation, Comprehension is the ability in identification of the intended meaning of written or spoken communication.<sup>4</sup> According to S. H. Burton's explanations, Comprehend is verb meaning. The noun is comprehension. He concluded that comprehension means the reader understands, it is safer to think of it in terms of the definition above, in the

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<sup>1</sup> Murni Djamal, et al. *Improving Reading Skill in English for University Students*. (Jakarta: Prenada Media Group, 2006), p. 51

<sup>2</sup> I Gusti Ngurah Oka. *Pengantar Membaca dan Pengajarannya*. (Surabaya: Usaha Nasional, 1983) p. 38

<sup>3</sup> Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*. (Chicago: American Library Association, 2007), p. 10. Online, 10 March 2011. Website: [www. Library.nu.com](http://www.Library.nu.com)

<sup>4</sup> Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (New York: Pearson Education, 2002), p. 99

other words, comprehension understands in depth. It is a grasping, a taking in, of the material with which you are required to deal.<sup>5</sup>

To know the inference and main point of the text, the reader must comprehend the reading text correctly. Kennedy in Dewi Ratnawati said that “Reading Comprehension is a thinking process by which a pupil selects factual information, or ideas from printed materials, decides how they relate to previous knowledge he has acquired, and judges their appropriateness and worth for meeting his own needs and objectives”.<sup>6</sup> Catherine defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.<sup>7</sup>

Furthermore, Harris and Sipay also concluded that “reading comprehension is the result of interaction among the reader’s perception of the graphic symbols that represent language, linguistic skill, cognitive skill, and knowledge of the world.”<sup>8</sup>

Kathleen presents summary suggested to comprehend the reading text as follows:

1. Search for information
2. Look for relationship
3. Look for patterns in the way ideas are organized or put together

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<sup>5</sup> S. H. Burton. *Mastering English Language*. (Sutton, Surrey: The Macmillan Press, 1982), p. 53-54

<sup>6</sup> Dewi Ratnawati. “*The Correlation between Vocabulary Mastery and Reading Comprehension: The Case of the Seventh Grade Students of SMP N 13 Semarang in the Academic Year 2005/2006*.” (Semarang UNS:Unpublished Thesis, 2006), p. 30

<sup>7</sup> Catherine E. Snow. *Reading for Understanding: Toward a Research and Development Program in Reading Comprehensio*. (Arlington: RAND, 2002), p. 11. Online, 10 March 2011. Website: [www. Library.nu.com](http://www.Library.nu.com)

<sup>8</sup> Albert J. Harris and Sipay, *Loc. Cit.*

4. Keep this question constantly in mind: Do I understand this text? This question will make the reader evaluate himself as the reader.<sup>9</sup>

Furthermore, Stewart, et al., explained the way to increase the reading comprehension, they are as follows:

- a. Scan or preview the material: first, the reader should look over to the material to be read, noting the main headings and subheadings, looking at the illustrations, and reading captions and number portions.
- b. Think as you read: the reader should read actively and keep in mind.
- c. Make brief notes: it can be written to be references for future.
- d. Reread and review: often a quick skimming or rereading of your notes will be adequate for review if the first reading done carefully.<sup>10</sup>

Based on the theories and explanation above, the writer can conclude that reading comprehension is not an merely easy process, but also interactive which entails the readers to comprehend not only literal meaning of the text, but also text organization and be able to make the conclusion from the texts. Besides, the readers must get involve emotionally into the contents explicitly and implicitly in the text.

King and Stanley in Lisnawati stated that there are five components of reading. They are as follows:

- a. The Factual Information: The reader must be able to recognize the Factual information from the texts, such as person, event, place, and time.
- b. The Main Idea: a summarizing from several sentences in some paragraph, especially in essay text. The main idea of the paragraph is not always in the beginning of the

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<sup>9</sup> Kathleen T. Mcwhorter. *Guide to College Reading*. (Canada: Niagara Country Community College, 1986), p. 115-116

<sup>10</sup> Stewart, et al. *Business English and Communication, Fifth Edition*. (America: McGraw-Hill, 1978), p. 33-34

paragraph, but it can be in the middle of the paragraph or in the last sentence of paragraph.

- c. The Meaning of Vocabulary in Context: To know the meaning/aim of vocabulary should not by using dictionary, but the reader can find the meaning by context. The reader can refer to the previous sentences.
- d. The Reference: The aim of using reference is to avoid repeated words of phrases.
- e. Inference: Finding the latent points from the text.<sup>11</sup>

## **2. The Students' Reading Comprehension**

To increase the students' reading comprehension, The Barrett Taxonomy is designed originally to assist classroom teachers and students in developing reading comprehension; it is included in questions or test questions for reading text. Alderson and Uquart stated that there are five Barrett's taxonomies of reading comprehension, they are as follows:

- a. Literal comprehension is that the students are able to identify the information on the text directly. It is the lowest level of students' reading comprehension. Literal is divided into two types, they are recognition (students' ability to locate or identify ideas of information explicitly) and recall (students' ability to procedure from memory ideas and information explicitly). Recognition and recall consist of details, main ideas, sequence, comparison, cause-effect relationship, and character traits.

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<sup>11</sup> Lisnawati. *"The Application of Fire up Instructional Strategy to Improve the Students Reading Skill at the Second Year of SMA 2 Kuansing."* (Pekanbaru UIN Suska: Unpublished Thesis, 2009), p. 23

b. Reorganization is that the students are able to analyze, synthesize, and organize ideas and information explicitly stated in reading text. Reorganization is divided into some types, they are:

1. Classifying (placing person, things, and place into groups).
2. Outlining (organizing a selection in outline form).
3. Summarizing (paraphrasing the text).
4. Synthesizing (consolidating information from more than a single source).

c. Inferential comprehension is that ideas and information used as the basis for making intelligence hypotheses. The students may infer some case below:

1. Supporting details (suggesting additional facts if the students get selection more informative).
2. Main ideas (providing the main idea if it is not stated explicitly).
3. Sequence (conjecturing what will happen when no explicit statement in the text).
4. Comparisons (comparing the information in the paragraphs).
5. Cause and effect relationship.
6. Character traits (hypothesizing characteristics of persons).
7. Predicted outcomes (predicting what will happen as a result of reading part of the text).
8. Figurative language (inferring literal meanings from the figurative use of language).



d. Evaluation is Requiring response indicating that an evaluative judgment has been made based on the students' experiences and knowledge. The students make the following judgments:

1. Reality or fantasy (judging whether an event is possible).
2. Fact or Opinion (distinguishing between supported and unsupported data).
3. Adequacy or Validity (judging whether information in a text agrees with other sources).
4. Appropriateness (determining relative adequacy of different parts of a selection in answering specific questions).
5. Worth, desirability or acceptability (make decisions of good, bad, right and wrong).

e. Appreciation is involving all dimensions of reading above, and requiring to be interested and emotionally and also affectively to the ideas and information in the reading selection. It is included both the knowledge of, and the emotional. Appreciation includes both knowledge and emotional response to literary, forms, styles, and structures:

1. Emotional response to content (verbalizing feelings about the selections).
2. Identification with characters and incidents (demonstrating sensitivity with characters or events).
3. Reactions to the speaker's use of language (responding to the author's ability to created language).

4. Imagery (verbalizing feelings produced by the author's selection of words that produce visual, auditory, sensation or images).<sup>12</sup>

In addition, Brown maintains that there are some reading comprehension questions futures that can be evaluated, they are main ideas, expression/idiom/phrase in context, inference, grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated detail), supporting ideas, and vocabulary context.<sup>13</sup>

In short, to comprehend the reading text, the Students should pay attention and master the reading comprehension seriously. Because reading comprehension is not the simple process but needs the cooperation of brain and the eyes.

### **3. The Nature of Numbered Head Together Strategy**

Numbered Head Together Strategy is one of cooperatives learning. It is improved by Spancer Kagan with engaging the students to review the lessons, check, or to investigate the students' ability in comprehending material of the lessons. It is the direct supplanter of question for all students.<sup>14</sup> Buchari Alma, et al, also maintained that Numbered Head together Strategy is a cooperative learning with member 1 – 4 students for each group. Every member of the group has personal number that is given by the teacher, the teacher gives the question and the students

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<sup>12</sup> "The Barrett Taxonomy of Reading Comprehension". (Scribd Inc, 2011), p. 4-9. Online, 25 April 2011, Website: <http://www.scribd.com>

<sup>13</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practice*. (San Francisco: Sam Francisco State University, 2004), p. 206

<sup>14</sup> Kunandar, *Op.Cit*, p. 238

think together. Last, the teacher calls the students one by one based on their personal number to explain their discussion result.<sup>15</sup>

Besides, Kagan in Tzu-Pu Wang stated that Numbered head together is that the Students work together and check whether they can explain what their group has done. The steps of Numbered Head Together are explained below:

- a. Students work alone to do a task assigned by the teacher. Sometimes the teacher has given the particular task of every member of the group.
- b. Students share their answers.
- c. Students put their number heads to try to give an answer.
- d. Students with the number chosen report their answers. If a student does not complete the answer, the teacher will call on a teammate to complete the answer.<sup>16</sup>

Based on the ideas above, the member groups of Number Head Together Strategy are numbered and the teacher can divide the particular task for every student or not, here, the researcher will not divide the particular task for every student, but the teacher will get the freedom for every group to work and study together to comprehend the reading comprehension texts.

Anita Lie quoted by Ernidawati also maintained that Numbered head together Strategy has some positive advantages; the advantages of numbered head together strategy are as follows:

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<sup>15</sup> Buchari Alma, et al. *Guru Profesional Menguasai Metode dan Terampil Mengajar*. (Bandung: Alfabeta, 2009), p.80-81

<sup>16</sup> Tzu-pu Wang. "Applying Slavin's Cooperative Learning Techniques to a College EFL Conversation Class." *The Journal of Human Resource and Adult Learning*. Vol. 5, Num. 1, 2009, p. 6.

- a. The students have the positive dependence to other students.
- b. The students can study together to solve the learning problem.
- c. Make the cooperative learning becomes a good habit.
- d. Minimizing the students' failure in learning process, because the students can find the solution for the material problem.

On the Contrary, Numbered head together also has some weaknesses, they are as follows:

- a. There is a negative dependence among the students, because some students will hope the answers from other students.
- b. The students must supervise the student seriously.
- c. Sometimes, the students have different ideas and feel difficult to make the same.<sup>17</sup>

The procedure of cooperative learning as General, Ramayulis explained that the procedures of cooperative learning:

- a. Making the group
- b. Giving the task for the group
- c. Each group works together
- d. The Teacher and the students evaluate the result of each student's group, and the teacher explains the material and making the conclusion.<sup>18</sup>

Talking about Numbered head together strategy procedure, Kunandar specifies that there are four steps as follows:

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<sup>17</sup> Ernidawati. "Applying of Cooperative Learning Type Numbered Head Together Technique to Improve Students' Result in Learning Praying Obligation in Islam Education at the Third of Muhammadiyah Elementary School 048 Bangkinang." (Pekanbaru UIN SUSKA: Unpublished Thesis, 2009), p. 10

<sup>18</sup> Ramayulis. *Metodologi Pendidikan Agama Islam*. (Jakarta: Kalam Mulia, 2008), p. 343

- a. Numbering: the teacher divides the students into some groups and every group consists of three until five students. Then, the teacher gives the number for every student; every student has different number.
- b. Giving questioning/task: the teacher gives the variation questions for each group, the question can be specific of general question.
- c. Head together: it means, the students think together to describe and answer the question correctly. The students help one another to accomplish their task.
- d. Answering: the teacher calls the students one by one based on their personal number and answer the questions based on their group discussion.<sup>19</sup>

Besides, Suyatno also maintains that there are six procedures of Numbered Head Together Strategy, they are as follows:

- a. Giving directions or instructions
- b. Making group heterogeneously and every student has personal number given by the teacher.
- c. Giving material lesson for each group and dividing the task for every student based on their number, the same number has the same task and they can work together to get the correct information, then study together.
- d. One of the members of each group presents the result of their discussion.
- e. Organizing the individual quiz game and formulating the student's score.
- f. Announcing the result of quiz game and giving reward.<sup>20</sup>

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<sup>19</sup> Kunandar , *Loc. Cit.*

<sup>20</sup> Suyatno, *Loc. Cit.*

#### 4. The Use of Numbered Head Together Strategy to Improve the Students' Reading Comprehension

According to Elkonin in Pasquale J. Accardo Reading is translating the graphic model into the sound form.<sup>21</sup> Kalayo Hasibuan and Fausan Ansyari also maintained that reading English text is not the simple activity, because the reader should understand the vocabulary, grammar, and sentence structure.<sup>22</sup> That is indicating that reading is not a simple activity process. Besides, reading needs the cooperation between brain and eyes. Because of study together will be able to remember the students' prior knowledge, and improve the students' ability in appearing their ideas. Janette K. Klingner, et al, has maintained that using cooperatives strategic reading, the students will be easy to comprehend the reading text and will support their understanding of expository text.<sup>23</sup>

According to Kagan in Jacobs and Stephen Hall which was edited by Richards and Willy that Numbered Head Together is one of cooperatives learning strategy that can be used in ELT, such as in reading class.<sup>24</sup> Besides, Judi Moreillon also suggested using Numbered Head Together Strategy when reading English material, students supply responses and the teacher supervise them.<sup>25</sup> According to Anita Lie in Ernidawati that Numbered Head Together Strategy gives the chance to the students divide their ideas to other students and also think the true answers from the text. Besides, this strategy also supports the students to improve the spirit of

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<sup>21</sup> Pasquale J. Accardo. *A Neurodevelopmental Perspective on Specific Learning Disabilities*. (America: University Park Press, 1980), p. 25

<sup>22</sup> Kalayo and Fausan. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graga UNRI Press, 2007) p.114-115

<sup>23</sup> Janette K. Klingner, et, al. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), p.110. Online, 03 January 2011. Website: [www. Library.nu.com](http://www.Library.nu.com)

<sup>24</sup> Richards and Willy. *Methodology in Language Teaching an Anthology of Current Practice*. (America: Cambridge University Press, 2002) p. 52

<sup>25</sup> Judi Mereillon, Op. Cit, p.144

cooperation among them. This strategy can also be used for all subjects and levels of education.<sup>26</sup>

According to Family Education Network, Numbered Head Together Strategy can be used to improve the students' reading comprehension to comprehend the reading text. They said that students can work together to find the answers of the reading text. For example, when reading a story, students can be given the task of analyzing one of the characters.<sup>27</sup> So, based on the explanation above, the writer concludes that Numbered Head Together Strategy is suitable for ELT at Junior High School level. This strategy can also appear the students' responsibility in learning process and appearing the students' ideas.

In this research, the writer practiced Numbered Head Together Strategy in experimental group and the control group was taught by conventional strategy. Burner and Page in Agvemi Zuhadi maintained the steps of conventional strategy as follows:

1. Teacher chooses the text
2. Teacher asks the students to read the reading text.
3. The teacher helps the students to find out the aim of difficult words.
4. Teacher asks the students to answer the question based on the reading text.
5. Teacher collects the students' assignment.
6. Both teacher and students discuss the answer of the question together.<sup>28</sup>

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<sup>26</sup> Ernidawati. *Op.Cit*, 12

<sup>27</sup> Family Education Network. "Numbered Heads Together." (New York: Pearson plc, 2000), p. 2. Online, 15 April 2011, <http://www.teachervision.fen.com>.

<sup>28</sup> Agvemi Zuhadi Alga. "The Effect of Directed Reading Thinking Activity Strategy toward Reading Comprehension of the First Year Students of SMAN 1 Cerenti." (Pekanbaru UIN Suska: Unpublished Thesis, 2009), p. 14

## B. The Relevant Research

The relevant research to observe some previous researches are conducted by other researchers in which they are relevant to research itself. Besides, the writer has to analyze what the point that was focused on, inform the design, findings and conclusions of the previous researches. It aims are avoiding plagiarism toward the design and findings of previous researches.<sup>29</sup> Those are some relevant researches of this research:

1. Sri Wastuti's thesis. *The Effect of Collaborative Strategic Reading Toward To the Second Year Students' Reading Comprehension Achievement at SLTP Negeri Pekanbaru, 2005*. She found that the mean score of experimental group which has been taught by using collaborative strategic reading was 82.75 while the mean score of control group which has been taught by using traditional reading classroom was 75.75. that means there was any significant difference between using collaborative strategic reading for reading comprehension achievement and using traditional reading classroom method for reading comprehension achievement. The conclusion, t-test in this research was 3.5 and t-table was 2.00.
2. Ernidawati's thesis: *Applying of Cooperative Learning Type Number Head Together to Improve The Students' Result in Learning Praying Obligation in Islamic Education at the Third Year of Muhammadiyah Elementary School 048 Bangkinang, 2009*. This research is a classroom action research and was conducted in two cycles and every cycle was conducted in three meetings. In this research, the writer compiles steps in these research, those are: 1) Planning. 2) Action execution. 3) Observation and reflection. Based on the result of the

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<sup>29</sup> M. Syafii, *Loc. Cit.*



research, that there is improvement from early data that researcher got. The average of percentage was 71.23. After researcher conducted action at cycle I, there was an improvement of students in learning with the average of percentage was 76.57. While at the cycle II has also happened the improvement with average of percentage was 80.40.

### **C. The Teaching Procedure of Numbered Head Together Strategy**

In the learning and teaching process at the second year students of Junior High School Nurul Falah Pekanbaru, the writer taught experimental class by Numbered Head Together strategy. The teacher practiced an adapted theory from Suyatno, it is as follows:

1. Teacher gave instruction and explanation about the reading text would was studied.
2. Teacher divided students into 6 small groups; a member of every group consisted of 5 students, then gave the personal number by counted them from the first until the last in every group.
3. Teacher gave reading material for each group base on their number head; the same number got the same material. Then, teacher asked the students to read the text lonely. After about 10 minutes, teacher asked them to found the others students with the same number and made new group, then discuss reading material together.
4. Teacher called a number randomly to present their discussion result and the others student attended to their friends' performance.

5. Teacher called others student to present their discussion result after attending their friends' performance. It was done to know the students' reading comprehension individually.
6. Teacher announced the result of quiz game, made conclusion and gave motivation for students.

#### **D. The Operational Concept**

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easier to measure. The research consists of two variables, they are variable X and Y. Variable X as independent (Using Number Head Together Strategy) and variable Y as dependent (Reading Comprehension). The following treatment as a collection of procedures of the implementation of Numbered Head Together Strategy can be seen in the following steps:

1. Giving directions or instructions.
2. Making group heterogeneously and giving personal number.
3. Giving material lesson for each group and dividing the task for every student based on their number, the same number has the same task and they can work together to get the correct information, then study together.
4. One of the members of each group presents the result of their discussion.
5. Organizing the individual quiz game and formulating the student's score.
6. Announcing the result of quiz game and giving reward.<sup>30</sup>

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<sup>30</sup> Suyatno, *Loc. Cit.*

Besides, there are also six procedures in conventional strategy, they are as follows:

1. Teacher chooses the text.
2. Teacher asks the students to read the reading text.
3. The teacher helps the students to find out the aim of difficult words.
4. Teacher asks the students to answer the questions based on the reading text.
5. Teacher collects the students' assignment.
6. Both teacher and students discuss the answers of the questions together.<sup>31</sup>

The indicators of reading comprehension in Junior High School Nurul Falah Pekanbaru are quoted from Barrett's taxonomy of reading comprehension, they are:

1. Students are able to make literal recognition or recall.
  - a. Recognition and recall main ideas.
  - b. Recognition and recall cause and effect relationship.
  - c. Recognition and recall character traits.
2. Students are able to make reorganization.
  - a. Classifying
  - b. Outlining
  - c. Summarizing
3. Students are able to make inferential comprehension.
  - a. Main ideas
  - b. Comparisons
  - c. Character traits

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<sup>31</sup> Agvemi Zulhadi Alga, *Loc. Cit.*

4. Students are able make evaluation.
  - a. Reality or fantasy
  - b. Fact or opinion
  - c. Worth, desirability, and acceptability

## **E. The Assumption and Hypothesis**

### **1. Assumption**

Based on the theories and explanations above, the writer has assumption. If the teacher uses Numbered Head Together Strategy well, the students' achievement in reading comprehension will be higher than before. In other words, the better the use of Numbered Head Together Strategy (Variable X) the better Reading comprehension score (Variable Y) will be achieved by the students.

### **2. Hypothesis**

Based on the assumptions above, hypotheses of this research can be forwarded as follows:

#### **1. The Alternative Hypothesis ( $h_a$ )**

There is a significant difference between using Number Head Together and Conventional strategy into reading comprehension at the second year students of Junior High School Nurul Falah Pekanbaru.

#### **2. The null hypothesis ( $h_o$ )**

There is no significant difference between using Number Head Together and Conventional strategy into reading comprehension at the second year students of Junior High School Nurul Falah Pekanbaru.

## CHAPTER III

### THE RESEARCH METHODOLOGY

#### A. The Research Design

This research was a kind of quasi experimental research type Non-equivalent Control Group Design. Creswell said that it is a research which is aimed to search whether there is or there is no difference of treatment which is done to the experimental subject without random assignment.<sup>1</sup>

In this research, the writer used two classes to be samples, namely experimental group and control group. The experimental group was taught by particular treatment (Numbered Head Together Strategy) to improve their reading comprehension. While control group only was given a pre-test and post-test without particular treatment as was given to experimental group.<sup>2</sup> These groups used different Strategies, but both experimental and control groups were tested with the same test.

**Table 1**  
**Research Type**

<i><b>GROUP</b></i>	<i><b>PRE-TEST</b></i>	<i><b>TREATMENT</b></i>	<i><b>POST-TEST</b></i>
B	T1		T2
C	T1	X	T2

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<sup>1</sup> John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Prentice Hall, 2008), p. 314

<sup>2</sup> *Ibid.*

Where:

B : Experimental group

C : Control Group

T1 : Pre-test for experimental group and control group

: Receiving particular treatment

X : without particular treatment

T2 : Post-test for experimental group and control group<sup>3</sup>

After giving particular treatment to the experimental group by using Numbered Head Together Strategy, the scores between experimental and control groups were analyzed by statistical analyse. It has aim to know whether there was or not the effect of variable X into variable Y after giving them test (pre-test and post-test).

## **B. The Location and Time of the Research**

This research was conducted at the second year students of Junior High School Nurul Falah Pekanbaru. It is located at 34 Panglima Undam street the subdistric of Senapelan, Pekanbaru City. The time to conduct this research was in May up to June 2011.

## **C. The Subject and the Object of the Research**

The subject of this research was the second year students of Junior High School Nurul Falah Pekanbaru, and the object of this research was using Numbered

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<sup>3</sup> Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D)*. (Alfabeta, 2008), p. 105

Head Together Strategy to improve reading comprehension of the second year students of Junior High School Nurul Falah Pekanbaru.

## **D. The Population and the Sample of the Research**

### **1. Population**

The population of this research was all students at the second year of Junior High School Nurul Falah Pekanbaru. They were containing 91 students and divided into three classes.<sup>4</sup> They are assumed to have the same level of proficiency and the same background.

**Table 2**  
**Distribution of the Research Population**

<b>CLASS</b>	<b>NUMBER OF STUDENTS</b>
<b>IIA</b>	31 Students
<b>IIB</b>	30 Students
<b>IIC</b>	30 Students
<b>Total</b>	91 Students

### **2. Sample**

Although the number of population is not so large, but to make writer was easier, the writer used random sample. Random sample means all of the populations have the same right to be sample and have the same chance to be chosen by the researcher.<sup>5</sup>

In this occasion, the writer named cards based on every second year classes in SMP Nurul Falah Pekanbaru. They were class II A, II B, and II C. After mixing these cards, the writer took two cards randomly as a sample of the research. They

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<sup>4</sup> Document of SMP Nurul Falah Pekanbaru academic year (Pekanbaru, Unpublished: 2010//2011)

<sup>5</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 2006), p. 134

were class II B and II C. By flipping the coin, II B become experimental group and class II C as control group. The experimental group consist of 30 students, while the control group consist of 30 Students, 60 students were representative enough to be sample of the research. Hartono said that if the sample consist of 30 or more, that is called the big sample.<sup>6</sup>

### **E. The Instrument of the Data Collection**

It was very important to prepare the instrument to collect some data to support this research. The writer used the test to measure the students' ability in reading comprehension.

Test is the instrument to measure behavior or performance of someone to get response based on the instruction.<sup>7</sup> The instrument is a set of questions given to subject that pursuit finding the cognitive task.<sup>8</sup> Here, the test was a set of questions given to students to find out their ability in learning English, especially in reading skills to collect the data of the research. The writer used a written text to measure the ability of the second Year students of Junior High School Nurul Falah Pekanbaru.

The test was given to both, experimental class and control class with the same material. First, the writer gave treatment to experimental class by using Numbered Head Together Strategy and control class with konvensional strategy. Then, the writer distributed the test about reading comprehending text to students.

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<sup>6</sup> Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), p. 207-208

<sup>7</sup> M. Chabib Thoha. *Teknik Evaluasi Pendidikan*. (Jakarta: P.T. Raja Grafindo Persada, 1996), p. 43

<sup>8</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practice*. (California: Longman, 2003), p. 3



The materials of the test were adopted from the English book for second year of Junior High School Nurul Falah Pekanbaru.

For the Treatment class, the researcher divided students into six teams, and each team consists of five students and each of students has a personal number called Numbered Head Together. After that, teacher gave six topics for all of the teams. The team members took it and discussed together and accomplished the task based on the researcher's instruction. Then, the teacher called the students one by one based on their head number to explain their group discussion.

## **F. The Research Procedure**

Since the Numbered Head Together was used in learning and teaching English process to improve the students' reading comprehension, that helped teacher to achieve the goal of teaching, the procedure of this research were divided into two phases:

### **1. Procedures of Collecting Data for Experimental Group**

#### **a. Pre-test**

The pre-test was made to determine the ability of the students selected as the sample. Items used for pre-test consist of 20 items. The test was about reading comprehension.

#### **b. Treatment**

The treatment was conducted for experimental class only. The treatment was using Number Head Together Strategy in teaching English part reading comprehension. The length of the time to apply the strategy was eight meetings and every meeting was about 2 x 40 minutes.

c. Post-Test

After nine meetings (including pre-test), the post-test was done. The result of the post-test for experimental group was analyzed and used as the final data for this research.

## **2. The Procedures of Collecting Data for Control Group**

a. Pre-test

The goals, items, and procedures of the test for control group are the same as those conducted for experimental group, the difference was only on the time.

b. Conventional Strategy

In this study, the researcher taught reading comprehension for control group by using conventional Strategy of classical methods.

c. Post-test

Post-test for both experimental group and control group were administrated after giving the treatment for experimental group. The result of the post-test for both experimental group and control group were analyzed and used as the final data for this research.

## G. The Data Analysis Technique

To analyse the collected data, the writer established some categories to classify the result of the test as main instruments of this research. Nurgiyantoro in Dewi Ratnawati categorized levels of scoring of reading comprehension achievement into four categories level.<sup>9</sup> They are as follows:

**Table 3**  
**The Categorizing Levels of Scoring of Reading Comprehension**

<i>SCORE</i>	<i>CATEGORIES</i>
8 – 10	High
6 – 7	Satisfactory
4 – 5	Low
0 – 3	Fail

After the score was categorized, the scores were analyzed into t-test adopted from Anas Sudijono:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Where:

$t_o$  = The Value of t-obtained

$M_1$  = Mean score of Experimental Sample

$M_2$  = Mean Score of Control Sample

$SE_{M_1}$  = Standard Error Mean Variable 1

$SE_{M_2}$  = Standard Error Mean Variable 2<sup>10</sup>

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<sup>9</sup> Dewi Ratnawati, *Op. Cit*, p. 29

<sup>10</sup> Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada, 2009), p. 347

T-table was employed to see whether there is any significant difference between the mean score in both experimental and control classes. The T-obtained value is consulted with the value of T-table at the freedom  $(df) = (N_1 + N_2) - 2$

Statistically hypotheses are:

$$H_o = t_o < t \text{ table}$$

$$H_a = t_o > t \text{ table}$$

## CHAPTER IV

### PRESENTATION AND ANALYSIS DATA

#### A. Description of the Research Instrument

To obtain the data from the sample of the research, the writer constructed and used the instruments of the research. It is a written test taken from English book material for 20 items. The kind of the test is multiple choices with four options, they are A, B, C, or D. The written tests were made from the indicators of reading comprehension. The indicators of reading comprehension here are students' ability to make literal recognition or recall, Students' ability to make reorganization, Students' ability to make inferential comprehension, and Students' ability to make evaluation.

Before giving the test for the sample of the research, the writer made *try-out* to the other class to determine the validity and reliability of the instruments. The test items which were not valid and reliable were changed to the other item.

#### 1. Validity

To analyze the validity of data, the writer used item difficulty by using the formula below:

$$FV = \frac{R}{N}$$

Where = FV : Index of difficulty

R : The number of the correct answer

N : The number of students taking test

The standard level of difficulty is  $< 0.30$  and  $> 0.70$ . Then, the proportion correct is represented by “p”, whereas the proportion of incorrect is represented by “q”. It can be seen in the following tables:

**Table 4**  
**Indicator 1:**  
**Students are Able to Make Literal Recognition or Recall**

Indicator	Students are Able to Make Literal Recognition or Recall					N
Item no.	1	5	9	13	17	30
Correct	20	19	17	19	20	
p	<b>0.67</b>	<b>0.63</b>	<b>0.57</b>	<b>0.63</b>	<b>0.67</b>	
q	0.33	0.37	0.43	0.37	0.33	

Based on table 4 above, the proportion of the correct answer for reading comprehension test, item number 1 shows the proportion of correct **0.67**, item number 5 shows the proportion of the correct **0.63**, item number 9 shows the proportion of correct **0.57**, item number 13 shows the proportion of correct **0.63**, and item number 17 shows the proportion of correct **0.67**. Based on the standard level of difficulty “p”  $< 0.30$  and  $> 0.70$ , it indicates that item difficulties in average of items number for making Literal Recognition or Recall from reading comprehension are accepted.

**Table 5**  
**Indicator 2:**  
**Students are Able to Make Reorganization**

Indicator	Students are Able to Make Reorganization					N
<b>Item no.</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>14</b>	<b>18</b>	<b>30</b>
<b>Correct</b>	<b>16</b>	<b>19</b>	<b>20</b>	<b>19</b>	<b>19</b>	
<b>p</b>	<b>0.53</b>	<b>0.63</b>	<b>0.67</b>	<b>0.63</b>	<b>0.63</b>	
<b>q</b>	<b>0.47</b>	<b>0.37</b>	<b>0.33</b>	<b>0.37</b>	<b>0.37</b>	

Based on table 5 above, the proportion of the correct answer for reading comprehension test, item number 2 shows the proportion of correct **0.53**, item number 6 shows the proportion of the correct **0.63**, item number 10 shows the proportion of correct **0.63**, item number 14 shows the proportion of correct **0.63**, and item number 18 shows the proportion of correct **0.63**. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it indicates that item difficulties in average of items number in making reorganization from reading comprehension are accepted.

**Table 6**  
**Indicator 3:**  
**Students are Able to Make Inferential Comprehension**

Indicator	Students are Able to Make Inferential Comprehension					N
<b>Item no.</b>	<b>3</b>	<b>7</b>	<b>11</b>	<b>15</b>	<b>19</b>	<b>30</b>
<b>Correct</b>	<b>19</b>	<b>19</b>	<b>20</b>	<b>19</b>	<b>21</b>	
<b>p</b>	<b>0.63</b>	<b>0.63</b>	<b>0.67</b>	<b>0.63</b>	<b>0.70</b>	
<b>q</b>	<b>0.37</b>	<b>0.37</b>	<b>0.33</b>	<b>0.37</b>	<b>0.30</b>	

Based on table 6 above, the proportion of the correct answer for reading comprehension test, item number 3 shows the proportion of correct **0.63**, item number 7 shows the proportion of the correct **0.63**, item number 11 shows the proportion of correct **0.67**, item number 15 shows the proportion of correct **0.63**, and item number 19 shows the proportion of correct **0.70**. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it indicates that item difficulties in average of items number for making inferential comprehension from reading comprehension are accepted.



**Table 7**  
**Indicator 4:**  
**Students are Able to Make Evaluation**

Indicator	Students are Able Make Evaluation					N
Item no.	4	8	12	16	20	30
Correct	18	19	18	19	18	
p	0.60	0.63	0.60	0.63	0.60	
q	0.40	0.37	0.40	0.37	0.40	

Based on table 7 above, the proportion of the correct answer for reading comprehension test, item number 4 shows the proportion of correct **0.60**, item number 8 shows the proportion of the correct **0.63**, item number 12 shows the proportion of correct **0.60**, item number 16 shows the proportion of correct **0.63**, and item number 20 shows the proportion of correct **0.60**. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it indicates that item difficulties in average of items number for making evaluation from reading comprehension are accepted.

## 2. Reliability

Furthermore, to analyze the reliability of the data instrument, the writer used Flanagan's formula quoted by Suharsimi Arikunto.<sup>1</sup>

$$r_{11} = 2 \left( 1 - \frac{V_1 - V_2}{V_1} \right)$$

Where:  $r_{11}$  : The reliability of instruments

$V_1$  : The variance of variable x

$V_2$  : The variance of variable y

$V_1$  : Total variance

Before calculating the data by using the formula above, all of variances should be found; to look for variances the writer used the statistic formula below:

$$V = \frac{X^2 - \frac{(\sum X)^2}{N}}{N}$$

Where: V : Variance

$X^2$  : The total of multiplication uneven score into even score

N : Number of students

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<sup>1</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 2006), p. 184

### a. Calculating the Data

To know the reliability of the test, the data should be looked for first and then analyze it manually by the formula of statistic above (see the appendix to know the process of finding the data). The data that is needed had been found after it was calculated, they are as follows:

$$\begin{array}{ll} x & : 198 \\ y & : 185 \\ x^2 & : 1304 \\ y^2 & : 1219 \end{array} \quad \begin{array}{ll} xy & : 1148 \\ t & : 378 \\ t^2 & : 4819 \end{array}$$

In calculating all of variances, the writer calculated it by statistical formula:

$$\begin{aligned} V_1 & : \frac{\frac{\sum (X)^2}{N}}{N} \\ & : \frac{1304 - \frac{(194)^2}{30}}{30} \\ & : \frac{1304 - \frac{(6.467)^2}{30}}{30} \\ & : \frac{1304 - 41.822089}{30} \\ & : \frac{1262.17791}{30} \\ & : \mathbf{42.073} \end{aligned}$$

$$\begin{aligned}
 V_2 &: \frac{Y^2 - \frac{(\sum Y)^2}{N}}{N} \\
 &: \frac{1219 - \frac{(185)^2}{30}}{30} \\
 &: \frac{1219 - \frac{(6.167)^2}{30}}{30} \\
 &: \frac{1219 - 38.031889}{30} \\
 &: \frac{1180.96811}{30} \\
 &: \mathbf{39.366}
 \end{aligned}$$

$$\begin{aligned}
 V_t &: \frac{t^2 - \frac{(\sum t)^2}{N}}{N} \\
 &: \frac{4819 - \frac{(378)^2}{30}}{30} \\
 &: \frac{4819 - \frac{(12.6)^2}{30}}{30} \\
 &: \frac{4819 - 158.76}{30} \\
 &: \frac{4660.24}{30} \\
 &: \mathbf{155.341}
 \end{aligned}$$

The result of calculation the variances above are:

$$V_1 : 42.073$$

$$V_2 : 39.366$$

$$V_t : 155.341$$

Then, it was calculated by reliability test. It can be seen as follows:

$$\begin{aligned} r_{11} &: 2 \left( 1 - \frac{V_1 - V_2}{V_1} \right) \\ &: 2 \left( 1 - \frac{42.073 - 39.366}{155.341} \right) \\ &: 2 \left( 1 - \frac{2.707}{155.341} \right) \\ &: 2 (1 - 0.0174) \\ &: 2 (0.9826) \\ &: \mathbf{1.965} \end{aligned}$$

#### b. Testing Reliability

Based on the calculation of the data above, the result of  $r_{11}$  is **1.965**. To know the reliability of the test, it should be consulted with “t-table of product moment”. If the numbers of students are 30, the significant in 5% and 1% are 0.361 and 0.463. It means that  $0.361 < 1.965 > 0.463$ , in other word, the instrument of the research is reliable because the result of reliability calculation is higher than t-table.

## **B. The Presentation of the Data**

The test items were constructed to find out the use of numbered head together strategy to improve reading comprehension of the second year students of Junior High School Nurul Falah Pekanbaru. The data analyzed are the scores of the students' post-test because it is more influential rather than pre-test. The function of giving pre-test to all samples is to determine two classes as the sample of the research before giving them new treatment.

After distributing the test items in form of objective, the test pre-test and post-test, the writer analyzed those data quantitatively to find their individual scores at each time of test. The results of reading comprehension for experimental and control groups are as follows:

### 1. The Result of Pre-test

The students' reading comprehension score at pre-test can be seen in the following table:

**Table 8**  
**The Results of Pre-Test**

<b>Experimental Group</b>			<b>Control Group</b>		
<b>Students' Code</b>	<b>Correct Answer</b>	<b>Score</b>	<b>Students' Code</b>	<b>Correct Answer</b>	<b>Score</b>
S- 1	12	60	S- 1	13	65
S- 2	11	55	S- 2	12	60
S- 3	12	60	S- 3	12	60
S- 4	12	60	S- 4	11	55
S- 5	13	65	S- 5	14	70
S- 6	14	70	S- 6	13	65
S- 7	11	55	S- 7	12	60
S- 8	13	65	S- 8	10	50
S- 9	11	55	S- 9	12	60
S- 10	13	65	S- 10	13	65
S- 11	11	55	S- 11	12	60
S- 12	13	65	S- 12	10	50
S- 13	13	65	S- 13	15	75
S- 14	12	60	S- 14	9	45
S- 15	14	70	S- 15	13	65
S- 16	12	60	S- 16	14	70
S- 17	11	55	S- 17	12	60
S- 18	12	60	S- 18	12	60
S- 19	11	55	S- 19	14	70
S- 20	14	70	S- 20	13	65
S- 21	12	60	S- 21	12	60
S- 22	12	60	S- 22	16	80
S- 23	12	60	S- 23	10	50
S- 24	11	55	S- 24	12	60
S- 25	12	60	S- 25	11	55
S- 26	14	70	S- 26	13	65
S- 27	11	55	S- 27	11	55
S- 28	10	50	S- 28	14	70
S- 29	12	60	S- 29	9	45
S- 30	12	60	S- 30	12	60
<b>Total</b>	<b>363</b>	<b>1815</b>	<b>Total</b>	<b>366</b>	<b>1830</b>
<b>Mean</b>	<b>12.10</b>	<b>60.50</b>	<b>Mean</b>	<b>12.20</b>	<b>61.00</b>

Based on the data of table 8 above, the writer finds that the total correct answer achieved by experimental group is 363 and the mean score is 12.10. While the total scores achieved by experimental group is 1815 and the mean score is 60.50.

In the same time, the total correct answer achieved by control group is 366 and the mean score is 12.20. While the total scores gotten by control group is 1830 and the mean score is 61.00. The data above show that the score of experimental group is not fairly high rather than control group at the pre-test.

## **2. Homogeneity of the Test**

To find out the homogeneity of the pre-test, the writer used the formula below:

$$Fo = \frac{S_b^2}{S_u^2}$$

In finding “F obtained” above, the standard deviation of the students’ score of experimental and control groups should be found by table below:



**Table 9**  
**Mean and Standard Deviation of Pre-Test**

Students	SCORE		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	Experiment Group (X)	Control Group (Y)				
1	60	65	-0,50	4.00	0.25	16
2	55	60	-5.50	-1.00	30.25	1
3	60	60	-0.50	-1.00	0.25	1
4	60	55	-0.50	-6.00	0.25	36
5	65	70	4.50	9.00	20.25	81
6	70	65	9.50	4.00	90.25	16
7	55	60	5.50	-1.00	30.25	1
8	65	50	4.50	-11.00	20.25	121
9	55	60	-5.50	-1.00	30.25	1
10	65	65	4.50	4.00	20.25	16
11	55	60	-5.50	-1.00	30.25	1
12	65	50	4.50	-11.00	20.25	121
13	65	75	4.50	14.00	20.25	196
14	60	45	-0.50	-16.00	0.25	256
15	70	65	9.50	4.00	90.25	16
16	60	70	-0.50	9.00	0.25	81
17	55	60	-5.50	-1.00	30.25	1
18	60	60	-0.50	-1.00	0.25	1
19	55	70	-5.50	9.00	30.25	81
20	70	65	9.50	4.00	90.25	16
21	60	60	-0.50	-1.00	0.25	1
22	60	80	-0.50	19.00	0.25	361
23	60	50	-0.50	-11.00	0.25	121
24	55	60	-5.50	-1.00	30.25	1
25	60	55	-0.50	-6.00	0.25	36
26	70	65	9.50	4.00	90.25	16
27	55	55	-5.50	-6.00	30.25	36
28	50	70	-10.50	9.00	110.25	81
29	60	45	-0.50	-16.00	0.25	256
30	60	60	-0.50	-1.00	0.25	1
<b>Total</b>	<b>X=1815</b>	<b>Y=1830</b>	<b>X=</b>	<b>Y=</b>	<b>X<sup>2</sup>= 817.5</b>	<b>Y<sup>2</sup>= 1970</b>

$$M_x = \frac{\sum X}{N} = \frac{1815}{30} = 60.50$$

$$M_y = \frac{\sum Y}{N} = \frac{1830}{30} = 61.00$$

$$SDx = \sqrt{\frac{\Sigma X^2}{N}} = \sqrt{\frac{817.5}{30}} = \sqrt{27.25} = 5.22$$

$$SDy = \sqrt{\frac{\Sigma Y^2}{N}} = \sqrt{\frac{1970}{30}} = \sqrt{65.66} = 8.10$$

$$Fo = \frac{S_b^2}{S_u^2} = \frac{5.22^2}{8.10^2} = \frac{27.24}{65.66} = 0.41$$

By looking at the data on table 9 above, the writer found that the standard deviation of experimental group on pre-test was 5.22. While the standard deviation which was achieved by control group was 8.10. The *F computed* was 0.41. To know whether the result was homogeneous or not, the writer compared with F table. The F table was compared by getting the degree of freedom (df). To get “df”, the writer used the following formula:

$$\begin{aligned} df &: (N1 + N2) - 2 \\ &: (30 + 30) - 2 \\ &: 60 - 2 \\ &: 58 \end{aligned}$$

The degree of freedom was 58 (see appendix to know the degree of significant 1% and 5%). The test is homogeneous if the F table is higher than F obtained. In the F table, the writer did not find *df* 58, so the writer chose *df* 60 as the nearest. For the degree of significant 1% was 2.20 and 5% was 1.75. After comparing the “F obtained” and “F table”, the writer found that  $2.20 > 0.41 < 1.75$ . In conclusion, the test was homogenous. It indicated that the test was relevant to measure the students’ reading comprehension.

### 3. The Result of Post-test

The students' reading comprehension score at post-test can be seen in the following table:

**Table 10**  
**The Result of Post-Test**

Experimental Group			Control Group		
Students' Code	Correct Answer	Score	Students' Code	Correct Answer	Score
S- 1	16	80	S- 1	13	65
S- 2	13	65	S- 2	12	60
S- 3	16	80	S- 3	13	65
S- 4	12	60	S- 4	11	55
S- 5	15	75	S- 5	14	70
S- 6	16	80	S- 6	16	80
S- 7	13	65	S- 7	12	60
S- 8	16	80	S- 8	10	50
S- 9	12	60	S- 9	14	70
S- 10	14	70	S- 10	13	65
S- 11	11	55	S- 11	12	60
S- 12	14	70	S- 12	10	50
S- 13	16	80	S- 13	16	80
S- 14	16	80	S- 14	10	50
S- 15	14	70	S- 15	13	65
S- 16	12	60	S- 16	15	75
S- 17	11	55	S- 17	12	60
S- 18	16	80	S- 18	12	60
S- 19	14	70	S- 19	15	75
S- 20	17	85	S- 20	13	65
S- 21	16	80	S- 21	12	60
S- 22	17	85	S- 22	17	85
S- 23	15	75	S- 23	10	50
S- 24	12	60	S- 24	12	60
S- 25	15	75	S- 25	11	55
S- 26	17	85	S- 26	13	65
S- 27	14	70	S- 27	11	55
S- 28	12	60	S- 28	14	70
S- 29	15	75	S- 29	10	50
S- 30	16	80	S- 30	13	65
<b>Total</b>	<b>433</b>	<b>2165</b>	<b>Total</b>	<b>379</b>	<b>1895</b>
<b>Mean</b>	<b>14.43</b>	<b>72.16</b>	<b>Mean</b>	<b>12.63</b>	<b>63.16</b>

Based on the description of the data above, the writer found that the total of the correct answer achieved by Experimental group was 433 and its mean score is 14.43. While the total score gotten by experimental group is 2165 and the mean score is 72.16.

In the meantime, the total correct score which was achieved by control group is 379 and its mean score is 12.63. While the total score achieved by control group is 1895 and the mean score is 63.16. It means that experimental group achieved fairly higher reading comprehension rather than control group at the post-test.

#### 4. The Classification of Students' Reading Comprehension

The writer classified the students' reading comprehension score in table 11

below:

**Table 11**  
**The Classification of Experimental and Control Group**  
**in Reading Compression at Post-Test**

Students' Code	Experiment Group		Control Group	
	Score	Classification	Score	Classification
S- 1	80	High	65	Satisfactory
S- 2	65	Satisfactory	60	Satisfactory
S- 3	80	High	65	Satisfactory
S- 4	60	Satisfactory	55	Low
S- 5	75	Satisfactory	70	Satisfactory
S- 6	80	High	80	High
S- 7	65	Satisfactory	60	Satisfactory
S- 8	80	High	50	Low
S- 9	60	Satisfactory	70	Satisfactory
S- 10	70	Satisfactory	65	Satisfactory
S- 11	55	Low	60	Satisfactory
S- 12	70	Satisfactory	50	Low
S- 13	80	High	80	High
S- 14	80	High	50	Low
S- 15	70	Satisfactory	65	Satisfactory
S- 16	60	Satisfactory	75	Satisfactory
S- 17	55	Low	60	Satisfactory
S- 18	80	High	60	Satisfactory
S- 19	70	Satisfactory	75	Satisfactory
S- 20	85	High	65	Satisfactory
S- 21	80	High	60	Satisfactory
S- 22	85	High	85	High
S- 23	75	Satisfactory	50	Low
S- 24	60	Satisfactory	60	Satisfactory
S- 25	75	Satisfactory	55	Low
S- 26	85	High	65	Satisfactory
S- 27	70	Satisfactory	55	Low
S- 28	60	Satisfactory	70	Satisfactory
S- 29	75	Satisfactory	50	Low
S- 30	80	High	65	Satisfactory

By looking at the Classification of Experimental and Control Group in Reading Comprehension at Post-Test on table 11 above, the writer found that the amount of experimental group who achieved “High” classification is more than control group. In addition, only two (2) students of them who achieved “Low” classification in reading comprehension. In contrast, there are eight (8) students of control group who achieved “Low” classification and only three (3) students who achieved “High” classification.

**Table: 12**  
**The Frequency and Percentage between Experimental and Control Groups in Reading Comprehension**

No	Classification	Experimental Group		Control Group	
		F	P	F	P
1	High	12	40%	3	10%
2	Satisfactory	16	53%	19	63%
3	Low	2	7%	8	27%
4	Fail	0	0%	0	0%
<b>Total</b>		<b>N = 30</b>	<b>100%</b>	<b>N = 30</b>	<b>100%</b>

Based on the data on table 12 above, the researcher found that there are 12 students or 40 % of experimental group achieved high classification and 16 students or 53 % of them got satisfactory classification and also 2 students or 7% of them got low classification. In contrast, there were 3 students or 10% of control group achieved high classification, 19 students or 63% of them got satisfactory classification and 8 students or 27% of them who got low classification. Nobody from both experimental and control groups who achieved fail classification. So,

the highest frequency and percentage achieved by experimental group are “High and Satisfactory” classifications. While the highest frequency and percentage achieved by control group are “Satisfactory and Low” classifications.

### **C. The Data Analysis**

To answer the formulation of this research consisting of three formulations, here the researcher serves them completely, they are as follows:

1. How is the second year students’ reading comprehension on pre-test before teaching experimental group by NHT and control group by Conventional strategy of Junior High School Nurul Falah Pekanbaru?
2. How is the second year students’ reading comprehension on post-test who are taught by Numbered Head Together and who are taught by conventional strategy of Junior High School Nurul Falah Pekanbaru?
3. Is there any significant difference in reading comprehension between students who are taught by Numbered Head Together and students who are taught by conventional strategy of second year students of Junior High School Nurul Falah Pekanbaru?

The writer analyzed the data manually and categorized it into four levels, they are high, satisfactory, low, and fail classifications.

### 1. The Result of Experimental and Control Groups on Pre-Test (before Giving Treatment for Experimental Group)

The description of the students' reading comprehension on pre-test of class experimental and control group can be seen in the table 13 below:

**Table 13**  
**The Description of Students' Score on Pre-Test**

Experimental Group (Variable X)				
Score (x)	Frequency (f)	fx	Percentage	Classification
50	1	50	3.33 %	Low
55	8	440	26.67 %	Low
60	12	720	46.00 %	Satisfactory
65	5	325	16.67 %	Satisfactory
70	4	280	13.33 %	Satisfactory
Total	N = 30	1815	100%	
Mean		60.50		
Control Group (Variable Y)				
Score (x)	Frequency (f)	fx	Percentage	Classification
45	2	90	6.68 %	Low
50	3	150	10.00 %	Low
55	3	165	10.00 %	Low
60	10	600	33.33 %	Satisfactory
65	6	390	20.00 %	Satisfactory
70	4	280	13.33 %	Satisfactory
75	1	75	3.33 %	Satisfactory
80	1	80	3.33 %	High
Total	N = 30	1830	100 %	
Mean		61.00		

Based on the description of the data above, the writer found that there were 9 students of experimental group who achieved "Low" classification and 21 students who got "Satisfactory" classification. There was no student achieved high classification. The mean score of them is 60.50. In contrast, there were 8 students of control group who achieved "Low" classification, 21 students who achieved "Satisfactory" classification and one student who got "High"



classification. The mean score of its group is 61.00. By looking at both of mean scores of experimental and control groups at table 7 above, the writer concludes that experimental group's score classically is not higher than control group on pre-test.

## 2. The Result of Experimental and Control Groups at Post-Test (after Giving Treatment for Experimental Group)

The description of the students' reading comprehension on post-test on class experimental and control groups can be seen in table 14 below:

**Table 14**  
**The Description of Students' Score at Post-Test**

<b>Experimental Group (Variable X)</b>				
Score (x)	Frequency (f)	fx	Percentage	Classification
55	2	110	6.67 %	Low
60	5	300	16.67 %	Satisfactory
65	2	130	6.67 %	Satisfactory
70	5	350	16.67 %	Satisfactory
75	4	300	13.33 %	Satisfactory
80	9	720	30 %	High
85	3	255	10 %	High
Total	N = 30	2165	100 %	
Mean		72.16		
<b>Control Group (Variable Y)</b>				
Score (x)	Frequency (f)	fx	Percentage	Classification
50	5	250	16.67 %	Low
55	3	165	10 %	Low
60	7	420	23.33 %	Satisfactory
65	7	455	23.33 %	Satisfactory
70	3	210	10 %	Satisfactory
75	2	150	6.67	Satisfactory
80	2	160	6.67	High
85	1	85	3.33	High
Total	N = 30	1895	100%	
Mean		63.16		

Based on the descriptions on table 14 above, the writer can compare both of students' reading comprehension on post-test. In experimental class, there were 2 students who got "Low" classification, 16 students got "Satisfactory" classification, and 12 students got "High" classification. The total score achieved by them is 2165 and its mean score is 72.16. In contrast, there were 8 students in control group achieved "Low" classification, 19 students got "Satisfactory" classification, and 3 students got "High" classification. The total score achieved by them is 1895 and its mean score is 63.16.

By looking at the data above, the writer concludes that experimental group's score on post-test is higher than control group, because 12 students or 40 % of experimental group achieved high classification. Besides, the mean score achieved by them is higher than the control group. While control group, there were 8 students got "Low" classification and only 3 students got "High" classification.

### 3. The Difference between using Numbered Head Together and Conventional Strategy into Reading Comprehension

To prove whether there is or no significant difference between Numbered Head Together and Conventional strategy into students' reading comprehension, the researcher analyzed the post-test data by comparing scores of both experimental and control groups manually by T-test formula. The t-test formula which is used is adopted from Anas Sudijono's book, the formula as follow:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Where:

$t_o$	= The Value of t-obtained
$M_1$	= Mean score of Experimental Sample
$M_2$	= Mean Score of Control Sample
$SE_{M_1}$	= Standard Error Mean Variable 1
$SE_{M_2}$	= Standard Error Mean Variable 2 <sup>2</sup>

Before coming to the statistical formula above, *the mean score, standard deviation, and standard error* of both of groups (Experimental and control) should be found by following calculation:

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<sup>2</sup>Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada, 2009), p. 347

## a. Finding Mean, Standard Deviation, and Standard Error of Experimental Group

**Table: 15**  
**Finding Mean, Standard Deviation, and Error of Experimental Group**

Score	f	X	X <sup>1</sup>	Fx <sup>1</sup>	Fx <sup>'2</sup>
55 – 59	2	57	+5	+10	30
60 – 64	5	62	+4	+20	80
65 – 69	2	67	+3	+6	18
70 – 74	5	72	+2	+10	20
75 – 79	4	77	+1	+4	4
80 – 84	9	82 (M <sup>1</sup> )	0	0	0
85 – 89	3	87	-1	-3	3
Total	30 = N	-	-	+47 = fx <sup>1</sup>	175 = fx <sup>'2</sup>

Based on the table above, the writer found some calculation as follows:

$$\begin{aligned}
 1. \text{ Mean Score} \quad M_I &= M' + i \left( \frac{\sum fx}{N1} \right) \\
 &= 82 + 5 \left( \frac{47}{30} \right) \\
 &= 82 + 5 (1,567) \\
 &= 82 + 7,835 \\
 &= \mathbf{89.835}
 \end{aligned}$$

$$\begin{aligned}
 2. \text{ Standard Deviation} \quad SD_I &= i \sqrt{\frac{\sum fx'^2}{N} - \left( \frac{\sum fx}{N1} \right)^2} \\
 &= 5 \sqrt{\frac{175}{30} - \left( \frac{47}{30} \right)^2} \\
 &= 5 \sqrt{5.83 - (1.567)^2} \\
 &= 5 \sqrt{5.83 - 2.455489} \\
 &= 5 \sqrt{3.374511}
 \end{aligned}$$

$$= 5 \sqrt{1.836}$$

$$= 9.18$$

3. Standard Error  $SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}}$

$$= \frac{9.18}{\sqrt{30 - 1}}$$

$$= \frac{9.18}{\sqrt{29}}$$

$$= \frac{9.18}{5.385}$$

$$= 1.705$$

b. Finding Mean, Standard Deviation, and Standard Error of Control Group

**Table 16**  
**Finding Mean, Standard Deviation, and Standard Error of Control group**

Score	f	Y	y <sup>1</sup>	fy <sup>1</sup>	fy' <sup>2</sup>
50 – 54	5	52	+3	+15	45
55 – 59	3	57	+2	+6	12
60 – 64	7	62	+1	+7	7
65 – 69	7	67 (M <sup>1</sup> )	0	0	0
70 – 74	3	72	-1	-3	3
75 – 79	2	77	-2	-4	8
80 – 84	2	82	-3	-6	18
85 – 89	1	87	-4	-4	16
Total	30 = N	-	-	+11 = fy <sup>1</sup>	109 = fy' <sup>2</sup>

By looking the table above, the writer found some calculations as follows:

$$\begin{aligned}
 \text{1. Mean Score} \quad M_2 &= M' + i \left( \frac{\sum f y'}{N_2} \right) \\
 &= 67 + 5 \left( \frac{11}{30} \right) \\
 &= 67 + 5 (0,367) \\
 &= 67 + 1.835 \\
 &= \mathbf{68.835}
 \end{aligned}$$

$$\begin{aligned}
 \text{2. Standard Deviation} \quad SD_2 &= i \sqrt{\frac{\sum f y'^2}{N_2} - \left( \frac{\sum f y'}{N_2} \right)^2} \\
 &= 5 \sqrt{\frac{109}{30} - \left( \frac{11}{30} \right)^2} \\
 &= 5 \sqrt{3.63 - (0.367)^2} \\
 &= 5 \sqrt{3.63 - 0.134689} \\
 &= 5 \sqrt{3.495311} \\
 &= 5 \sqrt{1.869} \\
 &= \mathbf{9.34}
 \end{aligned}$$

$$\begin{aligned}
 \text{3. Standard Error} \quad SE_{M_2} &= \frac{SD_2}{\sqrt{N_2 - 1}} \\
 &= \frac{9.34}{\sqrt{30 - 1}} \\
 &= \frac{9.345}{\sqrt{29}} \\
 &= \frac{9.345}{5.385}
 \end{aligned}$$

$$= \mathbf{1.735}$$

c. Finding Standard Error (the Difference between Mean Score Experimental and Control Groups), It used the formula below:

$$\begin{aligned} SE_{M_1 - M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\ &= \sqrt{(1.705)^2 + (1.735)^2} \\ &= \sqrt{2.907025 + 3.010225} \\ &= \sqrt{5.91725} \\ &= \mathbf{2.43} \end{aligned}$$

After finding the mean score of both experimental and control groups and standard error of theirs, the writer analyzed the data by using T-test such the following formula:

$$\begin{aligned} t_o &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\ &= \frac{89.835 - 68.835}{2.43} \\ &= \frac{21}{2.43} \\ &= \mathbf{8.64} \end{aligned}$$

### C. Testing Hypothesis

By observing the data analysis above, it can be described that the coefficient of t-test is 8.64. To answer the correct hypothesis between  $H_0$  and  $H_a$ , t-table is compared by getting degree of freedom ( $df$ ). To get the level of degree of freedom ( $df$ ), the writer used the following formula:

$$\begin{aligned} df &= (N1 + N2 - 2) \\ &= (30 + 30 - 2) \\ &= 60 - 2 \\ &= 58 \end{aligned}$$

The degree of freedom is 58. After looking at t-table, 58 is not discovered. In this case, the writer took df 60. The degree of freedom 60 in significant 5% and 1% are 2.00 and 2.65.

By looking at the degree of freedom above, the writer found that  $2.00 < 8.64 > 2.65$ . It indicates that  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$  in significant 5% and 1%. In other words,  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a significant difference on reading comprehension between students who are taught by Numbered Head Together and students who are taught by conventional strategy of the second year students of Junior High School Nurul Falah Pekanbaru.



More details, the writer compared mean score and standard deviation of students who were taught by Numbered Head Together strategy and students who were taught by Conventional strategy in the following table:

**Table 17**  
**The Difference on Reading Comprehension between Students were Taught by NHT and Conventional Strategy**

Class	Teaching Strategy	Mean of the Score	Standard Deviation
Experimental Class	Numbered Head Together Strategy	89.83	9.18
Control Class	Conventional Strategy	68.83	9.34
Difference		21.00	-0.16

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

By looking all the data analysis in chapter IV above, the writer can make some conclusions, as follows:

1. The students' reading comprehension score in experimental group is not higher than control group on pre-test. It can be seen from mean score of both groups. The mean score of experimental is 60.50, while the mean score of control group is 61.00.
2. The students' reading comprehension score which is taught by numbered head together strategy is higher than control group on post-test. It can be proved by looking at the mean score of both of those groups. The mean score of experimental group is 72.16 and the mean score of control group is 63.16. Besides, the experimental group got higher classification more than that of control group. In contrast, the control group got lower classification more than that of experimental group.
3. The hypothesis  $H_0$  (Hypothesis Null) is rejected and  $H_a$  (Hypothesis Alternative) is accepted. In other words, there is a significant difference on reading comprehension between students who are taught by Numbered Head Together and students who are taught by conventional strategy of the second year students of Junior High School Nurul Falah Pekanbaru. It can be seen from the result of data calculation. The coefficient of t-test is 8.64.

The writer found that  $2.00 < 8.64 > 2.65$ . It indicates that  $t_{\text{observed}}$  is higher than that of  $t_{\text{table}}$  in significant 5% and 1%.

## **B. Suggestions**

Based on the research findings above, the writer would like to give some suggestions to:

1. The head master of Junior High School Nurul Falah Pekanbaru to give the teacher support to teach better, especially to English teachers, and complete the facilities of teaching learning process, give directions to the English teachers about some English teaching strategies suitable with students.
2. The English teacher should realize that Numbered Head Together is one of the good collaborative learning strategies. It should be implemented in the whiles activity of learning process. Because nobody can solve his/her problem in learning alone. Besides, NHT can be used in all of subjects and levels of education. In the class learning, the students have different ability, background, and gender. Collaborative learning strategy type Numbered Head together can solve their problem in learning.
3. Others researcher, the findings of this research are subject matters which can be developed largely and deeply by adding other variables or to enlarge the samples.



## **CURRICULUM VITAE**

### **(Identitas Penulis)**



**ROSIDI LUBIS, S.Pd**, dia adalah putra ke-dua dari empat bersauda dan dari pasangan Bapak Habil Lubis dan Ibu Samaniah. Dia dilahirkan di desa Pagaran Manggis pada tanggal 02 Maret 1985. sebuah desa terpencil yang terletak di Kecamatan Batang Lubu Sutam Kabupaten Padang Lawas Sumatera Utara.

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Email: Rosid\_pbi07@yahoo.co.id

Pekanbaru, 12 Oktober 2011-10-20  
Penulis

**ROSIDI LUBIS**

## APPENDIX

- Appendix 1 Lesson Plan of Experimental Group
- Appendix 2 Lesson Plan of Control Group
- Appendix 3 The Result of Try Out
- Appendix 4 Test *Try Out*
- Appendix 5 Test Reading Comprehension
- Appendix 6 The Key Answer of the Test
- Appendix 7 “T” Table
- Appendix 8 r Product Moment
- Appendix 9 F table
- Appendix 10 The Samples of Students’ Reading Comprehension Score before Taught by  
Conventional Strategy on Control Class
- Appendix 11 The Samples of Students’ Reading Comprehension Score after Taught by  
Conventional Strategy on Control Class
- Appendix 12 The Samples of Students’ Reading Comprehension Score before Taught by  
NHT Strategy on Experimental Class
- Appendix 13 The Samples of Students’ Reading Comprehension Score after Taught by  
NHT Strategy on Experimental Class

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## THE WRITER'S IDENTITY (Identitas Penulis)



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Email: Rosid\_pbi07@yahoo.co.id

Pekanbaru, 12 Oktober 2011-10-20  
Penulis

**ROSIDI LUBIS**

